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ABSTRACT

This report from the Lin Elementary School in Atlanta (Georgia) provides information on student achievement for the 1986-87 school year. The narrative presents 22 findings concerning enrollment, attendance, reading achievement, and math achievement. Conclusions and recommendations generated from these findings are the following: (1) scores on basic skills tests reflected an increase in student achievement in both reading and math; (2) the systemwide goal of reaching the state average on the criterion-referenced test was not met in the first grade but was met in the third grade; (3) the percentages of students who progressed in reading and math basals were above those of the system at all grade levels; and (4) strategies should be explored to facilitate improvement in first grade scores. Statistics and test scores are presented in 16 tables. (VM)

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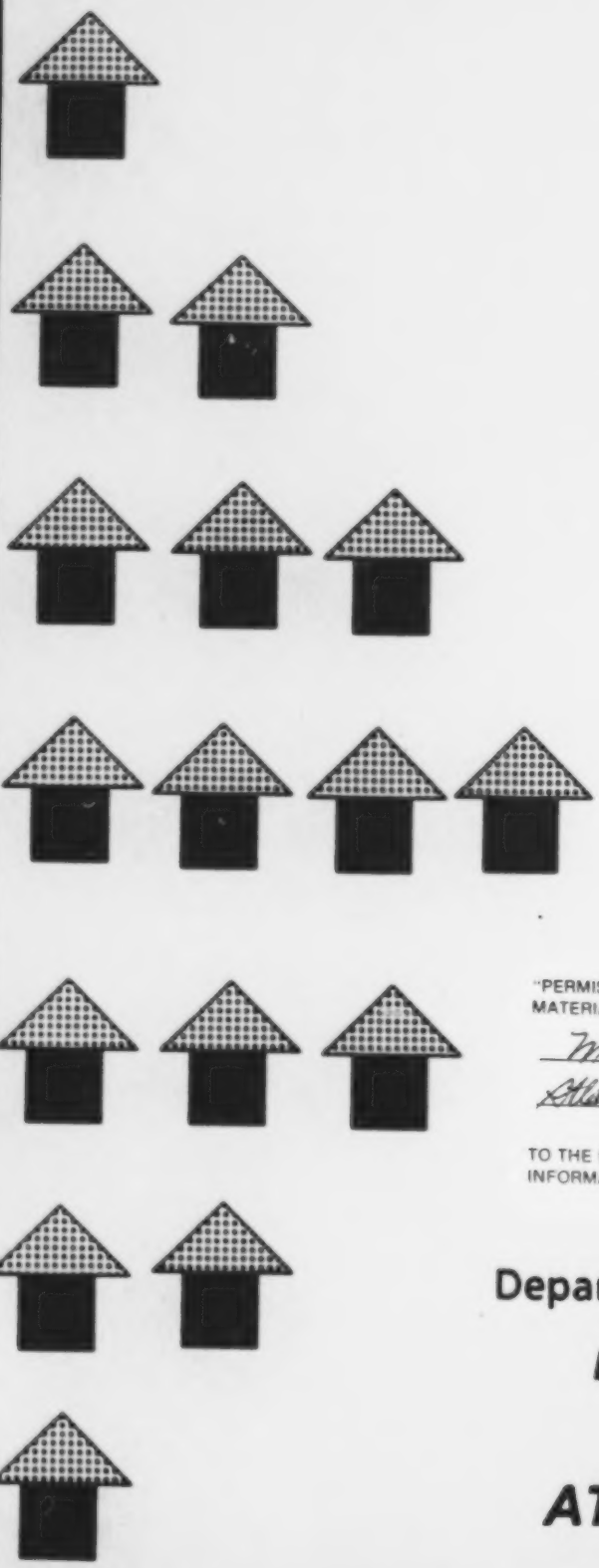

Lin Elementary School

School Report

1986-87

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ATLANTA PUBLIC SCHOOLS

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LIN ELEMENTARY SCHOOL
1986-87 SCHOOL REPORT
(Carol Vivona, Research Assistant)

The School Report is designed to provide information about the school's achievement primarily in reading and mathematics based on objective data. The report is not intended to represent all of the activities and accomplishments for the school year. Information is presented in two forms — a narrative analysis followed by accompanying data sheets.

FINDINGS

1. Lin's enrollment increased during the 1986-87 school year.

2. Approximately 12 percent of the students participated in the Chapter I compensatory reading or mathematics program.

3. Almost two-thirds of the kindergarten students had day care.

4. All first grade students attended kindergarten; however, one-fourth of them attended kindergartens other than those within the system.

5. The percentages of students new to the system and new to Lin were considerably higher than those of the system.

6. Student mobility decreased but remained above that of the system.

7. Student attendance decreased slightly and was similar to the system's attendance.

8. Staff attendance increased and was above that of the system.

9. Based on fall screening results, students who entered Lin's kindergarten program were less prepared than similar enrollees systemwide.

10. Based on reported data, 54 percent of the kindergarten students completed Getting Ready To Read, the reading readiness level of the basal. Since completion of this magazine was a requirement for progression to the first grade, these data appear to be inaccurate as 88 percent of the students were promoted.

11. The average number of basal reader magazines completed during the year equaled or exceeded the system average at all grade levels. Over 50 percent of the students at all grade levels except first covered one year of instructional material.

12. Likewise, in mathematics, the average number of mathematics units completed was above the system average at all grade levels. More than half of the students completed the entire book at each grade level except fourth.

13. There was a considerable increase in the percentage of kindergarten students scoring above the national norm on the California Achievement Tests (CAT) in reading and a slight increase in the area of mathematics. In both of these areas, the percentages of students scoring above the national norm were below those of the system. However, more than half of the students were achieving above the national norm.

14. The percentages of students scoring at or above the national norm on the Iowa Tests of Basic Skills (ITBS) increased in reading and mathematics and were above the system averages in both of these areas.

15. Two-year matched ITBS scores reflected a schoolwide positive gain in the percentage of students at or above the national norm in both reading and mathematics. The greatest gains were evident from first to second grade.

16. In both social studies and science, the median percentile rank on the ITBS was above the national norm in the second and fourth grades. In both areas, students in the second grade scored above the state average while students in the fourth grade scored below the state average.

17. For students participating in the reading and mathematics compensatory programs, the average normal curve equivalent (NCE) scores reflected considerable gains. The gain in reading was not as great as that of similar project participants systemwide while the gain in mathematics was greater than that of similar students.

18. Students not participating in the compensatory programs exhibited a loss in NCE scores in both reading and mathematics, whereas similar students systemwide exhibited a gain in NCE scores.

19. Based on the average scale score for the Georgia Criterion-Referenced Tests (GCRT), the performance of first grade students declined from the previous year on the reading section and remained stable on the mathematics section. However, in both of these areas, student performance remained below that of the state.

20. The percentage of third grade students passing the GCRT the first time tested increased in both reading and mathematics. The average scale score was above that of the system but below the state average in reading and above both the state and system averages in mathematics.

21. The average number of reading minimum skills mastered was equal to or above the system average in all grades. Likewise, the average number of mathematics minimum skills mastered was equal to or above the system average in all grades except fourth.

22. The percentage of students meeting progression requirements exceeded that of the system at all grade levels except third and fourth.

CONCLUSIONS

1. ITBS scores reflected an increase in student achievement in both reading and mathematics. The system's goal of at least 50 percent of the students performing at or above the national norm was met in both reading and mathematics.

2. The systemwide goal of reaching the state average on the GCRT was not met in the first grade but was met in both reading and mathematics in the third grade.

3. Basal progress was noteworthy. The percentages of students who progressed in the reading and mathematics basals were above those of the system at all grade levels. The systemwide goal of at least half of the students completing all of the materials was met at all grades except first grade in reading and fourth grade in mathematics.

RECOMMENDATIONS

The principal and faculty are to be commended for the consistent growth in student achievement in reading and mathematics. Continue the successful pacing through the basal materials with concentration on movement with mastery. Explore possible strategies to facilitate improvement in the performance of first grade students on both the standardized achievement test and the state criterion-referenced test.

Division of Curriculum and Research Services
Department of Research and Evaluation
September 24, 1987

1986-87
DATA DESCRIPTION SHEET
FOR ELEMENTARY SCHOOLS

General Descriptive Characteristics

The data in this report provide an overview of enrollment and staff/school factors.

Kindergarten Ready Steps Screening Results

All students are screened upon entry into kindergarten using the Ready Steps Language Survey. This instrument is an individually administered series of tasks designed to diagnose student proficiency in ten essential reading readiness skill areas. Mastery of these same ten skills also represents partial fulfillment of the kindergarten pupil progression requirements in reading.

Kindergarten Basal Readiness Progress

A goal of the kindergarten program is that students will complete and successfully master the readiness level of the Houghton Mifflin Series, Getting Ready to Read. The data reported reveal the progress of students by the end of the school year.

Summary Report of Basal Progress (Reading and Mathematics)

The data in the basal progress reports are based on the number of basal reading magazines and mathematics chapters reported as completed during the year. The expected number of magazines/chapters per grade are based on the publisher's recommendation for the amount of material to be covered on grade level in one year.

Norm-Referenced Test Data

Unmatched data reflect the test performance of students enrolled at the school and having available test scores at the end of the school year.. Matched test data reflect longitudinal test performance for students enrolled at the school and having available test scores for both 1986 and 1987. The following terms are used to report performance:

National Norm - A score which corresponds to the 50th percentile in the national norming sample.

Median Percentile - One-half of the students scored above this score and one-half scored below this score.

Mean G.E. - This score is the average of the grade equivalent (GE) scores reported for students.

Normal Curve Equivalent (NCE) - An equal interval scale that extends from 1 to 99 and has a mean of 50.

California Achievement Tests (CAT) - Unmatched

The CAT was a requirement of the state testing program for all kindergarten students.

Iowa Tests of Basic Skills (ITBS) - Unmatched and Matched

The complete battery of the ITBS is administered to grades 1 through 7. In addition, the science and social studies tests are administered to grades 2, 4, and 7 as a requirement of the state testing program.

Project and Non-Project Results - Matched

Project test data reflect the reading and mathematics performance of students who participated in compensatory programs, such as Chapter I/II and the Remedial Education Program (REP), or special programs, such as the Computer Curriculum Corporation (CCC) labs. Non-project test data reflect the performance of students who did not participate in the identified project(s). Only students having available scores for both 1986 and 1987 are included in the analysis.

Georgia Criterion-Referenced Tests (GCRT)

The criterion-referenced tests measure mastery of state-identified objectives for grades 1, 3, and 6. Results are reported in terms of student mastery or students needing additional instruction, mean scale scores, and the percentage of students passing (third grade only). Third graders statewide were required to achieve a scale score of 182 in reading and 184 in mathematics in order to be eligible for promotion.

Progression Policy Results

The progression policy for grades K-7 determines promotion or non-promotion. The mastery of specified minimum skills in reading and mathematics and the completion of a specified level of the basal reader are required for promotion. In addition, third graders were required to pass the GCRT.

09/02/87

LIN ELEMENTARY SCHOOL

GENERAL DESCRIPTIVE CHARACTERISTICS

GRADES (K-5)

ACTIVE ENROLLMENT (END OF YEAR)

	1982-83	1983-84	1984-85	1985-86	1986-87	DIFFERENCE 2 YEARS	PER CENT	5 YEARS	PER CENT
SCHOOL	310	316	333	302	333	31	10.3	23	7.4
ALL ELEM	36,561	36,287	36,471	37,967	37,940	-27	-0.0	1,379	3.8

STAFF/SCHOOL FACTORS (END OF YEAR)

	SCHOOL NUMBER	SCHOOL PER CENT	SYSTEM NUMBER	SYSTEM PER CENT
NUMBER/PER CENT OF TEACHERS:				
LOAD REQUIRED	14.0	65	1654.0	72
LOAD EXEMPT	7.7	35	640.2	28
TOTAL	21.7	100	2294.2	100
NUMBER/PER CENT OF PROJECT PARTICIPANTS:				
COMPENSATORY READING	39	12	5542	15
COMPENSATORY MATH	28	8	4850	13
BILINGUAL	3	1	571	2
K-GARTEN - APS DAY CARE	7	12	877	15
K-GARTEN - NON-APS DAY CARE	30	50	2430	41
K-GARTEN - NO DAY CARE TO 6 MOS. DAY CARE	23	38	2652	45
FIRST GRADE - APS K-GARTEN	38	76	5801	89
FIRST GRADE - NON-APS K-GARTEN	12	24	627	10
FIRST GRADE - NO K-GARTEN	0	0	123	2
PUPIL-TEACHER RATIO	23.8		22.9	
NUMBER/PER CENT OF PUPILS NEW TO APS	70	21	3840	10
NUMBER/PER CENT OF PUPILS NEW TO SCHOOL	120	36	10469	28
MOBILITY INDEX:				
1984-85	.31		.29	
1985-86	.37		.30	
1986-87	.33		.30	
PER CENT PUPIL ATTENDANCE:				
1984-85		95.0		94.9
1985-86		94.9		95.1
1986-87		94.6		94.7
PER CENT CERTIFIED STAFF ATTENDANCE:				
1984-85		95.1		93.3
1985-86		94.7		94.0
1986-87		95.8		94.9

8/17/87

LIN ELEMENTARY SCHOOL

READY STEPS LANGUAGE SURVEY
KINDERGARTEN SCREENING RESULTS
FALL 1986

	PERCENT OF STUDENTS MASTERING EACH SKILL										AVERAGE NUMBER SKILLS MASTERED 1-10	N
	1	2	3	4	5	6	7	8	9	10		
SCHOOL	98	100	66	70	52	66	44	67	56	70	7	61
SYSTEM	86	96	64	88	59	67	48	84	78	88	8	5,856
DIFF	12	4	2	-18	-7	-1	-4	-17	-22	-18	-1	

8/14/87

.IN ELEMENTARY SCHOOL

SUMMARY REPORT OF KINDERGARTEN BASAL PROGRESS
READING READINESS
1986-87

	PREREADINESS		GETTING READY TO READ ONLY						TOTAL N
			NOT COMPLETED		COMPLETED				
					NOT MASTERED		MASTERED		
	N	PERCENT	N	PERCENT	N	PERCENT	N	PERCENT	
SCHOOL	22	39	4	7			31	54	57
SYSTEM	560	10	496	8	346	6	4,475	76	5,877

7/08/87
LIN ELEMENTARY SCHOOL

Summary Report Of Basal Progress
Reading
1986-87

Magazines

Grade		Number Per Grade	Average Number Completed	Percent Completed	Percent Of Pupils Meeting Expectation	Total Students
01	School	9	7.5	83	38	47
	System	9	6.3	70	24	6469
02	School	6	5.7	95	61	66
	System	6	5.6	93	68	5635
03	School	6	5.4	90	70	47
	System	6	5.1	85	50	5233
04	School	4	4.9	123	85	54
	System	4	4.1	103	77	4974
05	School	4	4.0	100	82	44
	System	4	4.0	100	78	4508

7/08/87
LIN ELEMENTARY SCHOOL

Summary Report Of Basal Progress
Mathematics
1986-87

Grade		Chapters: Number Per Grade	Chapters: Average Number Completed	Chapters: Percent Completed	Percent Of Pupils Meeting Expectation	Total Students
01	School	13	13.2	102	94	47
	System	13	11.7	90	61	6894
02	School	13	12.5	96	74	66
	System	13	12.0	92	63	5770
03	School	13	11.9	92	53	47
	System	13	11.5	89	51	5265
04	School	13	11.5	88	46	54
	System	13	11.1	85	43	4974
05	School	13	11.8	91	52	44
	System	13	11.0	85	43	4514

Lin Elementary School

August 20, 1987

CALIFORNIA ACHIEVEMENT TESTS - UNMATCHED
(KINDERGARTEN ONLY)

	Number Tested		National Norm	Percent Above National Norm				Composite Mean Scale Score	
				Reading		Mathematics			
	1986	1987		1986	1987	1986	1987	1986	1987
School	40	56	50	43	55	70	71	--	517
System	6,069	5,939	50	58	68	76	78	--	532

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Iowa Tests Of Basic Skills - Unmatched

Reading

Grade		Number Tested 1986	Number Tested 1987	National Norm	Percent At/Above National Norm 1986	Percent At/Above National Norm 1987	Diff
01		56	47	50	34	28	-6
02		43	66	50	49	68	19
03		50	42	50	52	45	-7
04		31	52	50	55	48	-7
05		40	36	50	58	67	9
	School Total	220	243	50	48	52	4
	Elem. 1-5 Schools	12,767	13,349	50	46	53	7
	Elem. 1-7 Schools	16,604	16,743	50	36	45	9

Mathematics

Grade		Number Tested 1986	Number Tested 1987	National Norm	Percent At/Above National Norm 1986	Percent At/Above National Norm 1987	Diff
01		56	47	50	52	53	1
02		43	66	50	67	85	18
03		50	42	50	44	67	23
04		31	51	50	65	43	-22
05		40	36	50	48	56	8
	School Total	220	242	50	54	62	8
	Elem. 1-5 Schools	12,738	13,306	50	58	65	7
	Elem. 1-7 Schools	16,549	16,701	50	46	56	10

09/22/87

LIN ELEMENTARY SCHOOL

IOWA TESTS OF BASIC SKILLS - MATCHED
PERCENT OF STUDENTS AT OR ABOVE NATIONAL NORM AND MEAN GRADE EQUIVALENT SCORES
(ONLY PUPILS WHO ATTENDED THE SCHOOL FROM SPRING 1986 THROUGH SPRING 1987)

GRADE	TYPE SCORE	NATIONAL NORM	TOTAL READING N	1986	1987	DIFF	TOTAL MATH N	1986	1987	DIFF
02	PERCENT	50	47	38	74	36	47	51	87	36
	MEAN GE	2.7		1.8	3.1	1.3		2.1	3.4	1.3
03	PERCENT	50	27	56	44	-12	27	78	67	-11
	MEAN GE	3.7		3.3	3.5	0.2		3.3	4.0	0.7
04	PERCENT	50	35	49	46	-3	34	44	44	0
	MEAN GE	4.7		3.7	4.5	0.8		3.6	4.6	1.0
05	PERCENT	50	27	59	59	0	27	67	52	-15
	MEAN GE	5.7		5.3	6.1	0.8		5.2	6.2	1.0
SCHOOL TOTAL										
	PERCENT	50	136	49	58	9	135	58	65	7
	MEAN GE			3.3	4.1	0.8		3.4	4.2	0.8
ELEM SCHOOL K - 5										
	PERCENT	50	15,470	44	49	5	15,391	57	60	3
	MEAN GE			3.1	4.2	1.1		3.4	4.4	1.0
ELEM SCHOOL K - 7										
	PERCENT	50	18,586	43	48	5	18,501	55	59	4
	MEAN GE			3.6	4.6	1.0		3.8	4.8	1.0

IOWA TESTS OF BASIC SKILLS
STATE-MANDATED NORM-REFERENCED TESTING
1986-87

August 20, 1987

Lin Elementary

SOCIAL STUDIES

Grade	Tested	Median Percentile				Mean GE			
		National Norm	State	System	School	National Norm	State	System	School
02	73	50	68	78	77	2.7	3.5	4.2	4.1
04	64	50	61	62	55	4.7	5.3	5.3	5.0

SCIENCE

Grade	Tested	Median Percentile				Mean GE			
		National Norm	State	System	School	National Norm	State	System	School
02	73	50	57	62	68	2.7	3.0	3.2	3.5
04	64	50	66	62	60	4.7	5.6	5.4	5.3

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LIN ELEMENTARY SCHOOL

PROJECT AND NON-PROJECT RESULTS

ITBS/TAP SCORES
READING TOTAL

PROJECT	GROUP	YEAR	GRADES 1 N	1 NCE	2 N	2 NCE	3 N	3 NCE	4 N	4 NCE	5 N	5 NCE	6 N	6 NCE	7 N	7 NCE	TOTAL N	TOTAL NCE
COMP. READING	SCHOOL	1986	2	26	22	37	5	37									29	36
		1987		52		48		30										45
		GAIN		26		11		-7										9
	TOTAL ELEM	1986	638	28	1307	33	1045	33	516	35	256	32	45	31	12	49	3819	32
		1987		50		44		41		42		39		39		48		43
		GAIN		22		11		8		7		7		8		-1		11
NO READING PROJECT	SCHOOL	1986	1	29	28	61	25	63	39	53	29	60					122	58
		1987		49		70		55		49		56						57
		GAIN		20		9		-8		-4		-4						-1
	TOTAL ELEM	1986	340	33	3645	54	3471	55	3641	47	3537	47	1890	43	1399	46	17923	49
		1987		50		58		51		51		48		47		50		51
		GAIN		17		4		-4		4		1		4		4		2

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LIN ELEMENTARY SCHOOL

PROJECT AND NON-PROJECT RESULTS

ITBS/TAP SCORES
MATH TOTAL

PROJECT	GROUP	YEAR	GRADES 1 N	1 NCE	2 N	2 NCE	3 N	3 NCE	4 N	4 NCE	5 N	5 NCE	6 N	6 NCE	7 N	7 NCE	TOTAL N	TOTAL NCE
COMP. MATH	SCHOOL	1986	2	11	18	34												
		1987		50		58											20	32
		GAIN		39		24												57
																		25
	TOTAL ELEM	1986	632	27	1268	40	965	36	534	31	236	29	37	34	23	45	3695	
		1987		59		59		43		43		36		43		45		34
		GAIN		32		19		7		12		7		9				51
																		17
NO MATH PROJECT	SCHOOL	1986	1	29	32	60	31	67	38	54	29	62						
		1987		55		75		56		51		55					131	60
		GAIN		26		15		-11		-3		-7						59
																		-1
	TOTAL ELEM	1986	343	40	3622	64	3524	66	3591	50	3546	50	1898	46	1384	48	17908	
		1987		60		70		53		55		50		48		53		55
		GAIN		20		6		-13		5				2		5		56
																		1

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LIN ELEMENTARY SCHOOL

GEORGIA CRITERION-REFERENCED TESTS (FIRST GRADE)
READING
PERCENT OF STUDENTS ACHIEVING EACH OBJECTIVE

CATEGORY		N	CONCEPTS FOR READING			LITERAL COMPREHENSION			INFERENTIAL COMPREHENSION				MEAN SCALE SCORE
			1	2	3	4	5	6	7	8	9	10	
SCHOOL	1986	56	79	57	63	61	68	86	91	77	53	61	206
	1987	46	78	70	72	43	59	72	74	78	43	61	203
SYSTEM	1987	6662	79	65	68	61	78	81	81	82	64	70	211
STATE	1987	94106	84	76	75	59	77	85	80	81	60	69	212
DIFF. SCHOOL	86-87		-1	13	9	-18	-9	-14	-17	1	-16	0	-3
DIFF. SCHOOL-SYSTEM (1987)			-1	5	4	-18	-19	-9	-7	-4	-21	-9	-8
DIFF. SCHOOL-STATE (1987)			-6	-6	-3	-16	-18	-13	-6	-3	-17	-8	-9

MATHEMATICS
PERCENT OF STUDENTS ACHIEVING EACH OBJECTIVE

CATEGORY		N	CONCEPT IDENTIFICATION							COMPONENT OPERATIONS				PROBLEM SOLVING				MEAN SCALE SCORE
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
SCHOOL	1986	56	82	86	75	68	63	91	79	79	79	84	82	79	70	79	84	208
	1987	46	83	87	67	83	70	93	72	70	89	80	89	89	98	72	87	208
SYSTEM	1987	6661	87	88	71	80	78	93	68	77	82	81	84	85	93	77	83	211
STATE	1987	94104	90	91	79	81	80	94	68	71	84	81	85	91	95	82	82	213
DIFF. SCHOOL	86-87		1	1	-8	15	7	2	-7	-9	10	-4	7	10	28	-7	3	0
DIFF. SCHOOL-SYSTEM (1987)			-4	-1	-4	3	-8	0	4	-7	7	-1	5	4	5	-5	4	-3
DIFF. SCHOOL-STATE (1987)			-7	-4	-12	2	-10	-1	4	-1	5	-1	4	-2	3	-10	5	-5

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LIN ELEMENTARY SCHOOL

GEORGIA CRITERION-REFERENCED TESTS (THIRD GRADE)
READING
PERCENT OF STUDENTS NEEDING ADDITIONAL INSTRUCTION

CATEGORY		N	LITERAL COMPREHENSION		INFERENTIAL COMPREHENSION			PROBLEM SOLVING			MEAN SCALE SCORE	% PASS
			1	2	3	4	5	6	7	8		
SCHOOL	1986	56	38	11	39	38	39	27	36	23	209	86
	1987	40	25	7	25	20	7	0	20	10	215	93
SYSTEM	1987	4850	32	10	37	30	10	14	21	8	208	90
STATE	1987	77529	22	7	25	24	7	10	16	5	214	94
DIFF. SCHOOL	86-87		-13	-4	-14	-18	-32	-27	-16	-13	6	7
DIFF. SCHOOL-SYSTEM (1987)			-7	-3	-12	-10	-3	-14	-1	2	7	3
DIFF. SCHOOL-STATE (1987)			3	0	0	-4	0	-10	4	5	1	-1

MATHEMATICS
PERCENT OF STUDENTS NEEDING ADDITIONAL INSTRUCTION

CATEGORY		N	CONCEPT IDENTIFICATION				COMPONENT OPERATIONS			PROBLEM SOLVING					MEAN SCALE SCORE	% PASS
			1	2	3	4	5	6	7	8	9	10	11	12		
SCHOOL	1986	56	30	29	14	18	25	64	52	25	38	23	30	20	208	91
	1987	40	12	25	40	17	25	37	47	15	17	17	5	12	213	93
SYSTEM	1987	4848	25	37	59	31	43	45	42	17	20	23	12	20	205	86
STATE	1987	77542	17	30	53	26	40	36	32	17	14	19	9	16	210	92
DIFF. SCHOOL	86-87		-18	-4	26	-1	0	-27	-5	-10	-21	-6	25	-8	5	2
DIFF. SCHOOL-SYSTEM (1987)			-13	-12	-19	-14	-18	-8	5	-2	-3	-6	-7	-8	8	7
DIFF. SCHOOL-STATE (1987)			-5	-5	-13	-9	-15	1	15	-2	3	-2	-4	-4	3	1

8/03/87

LIN ELEMENTARY SCHOOL

PROGRESSION MINIMUM SKILLS
END OF YEAR 1986-87

READING

PERCENT OF STUDENTS MASTERING EACH SKILL

GRADE		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	AVERAGE NUMBER SKILLS MASTERED	N
K	SCHOOL	100	100	92	100	85	90	83	92	86	95										9	59
	SYSTEM	97	99	93	98	92	92	89	96	95	98										9	5,992
	DIFF	3	1	-1	2	-7	-2	-6	-4	-9	-3										0	
01	SCHOOL	96	96	96	96	96	96	94	96	94	96	96	96	96	98	96					14	47
	SYSTEM	92	85	84	89	82	84	83	81	82	89	84	87	90	95	94					13	6,755
	DIFF	4	11	12	7	14	12	11	15	12	7	12	9	6	3	2					1	
02	SCHOOL	98	98	98	97	97	97	97	98	98	98	97	97	98	98	98					15	66
	SYSTEM	89	94	88	88	88	88	86	89	91	87	88	90	93	93	94					13	5,642
	DIFF	9	4	10	9	9	9	11	9	7	11	9	7	5	5	4					2	
03	SCHOOL	87	83	91	89	91	89	85	85	91	91	85	87	85	91	89	93	98			15	46
	SYSTEM	90	88	90	88	89	89	86	87	93	91	87	89	86	91	87	93	93			15	5,128
	DIFF	-3	-5	1	1	2	0	-1	-2	-2	0	-2	-2	-1	0	2	0	5			0	
04	SCHOOL	96	96	96	98	98	98	98	98	98	96	98	96	98	96	96					15	52
	SYSTEM	93	93	92	93	92	93	90	92	92	92	92	92	93	92	94					14	4,854
	DIFF	3	3	4	5	6	5	8	6	6	4	6	4	5	4	2					1	
05	SCHOOL	97	97	97	97	100	97	100	97	97	100	100	100	100	97	97	100	97	100	100	19	39
	SYSTEM	94	94	94	93	94	94	94	93	94	94	93	94	93	93	92	93	93	94	94	18	4,382
	DIFF	3	3	3	4	6	3	6	4	3	6	7	6	7	4	5	7	4	6	6	1	

8/03/87

LIN ELEMENTARY SCHOOL

PROGRESSION MINIMUM SKILLS
END OF YEAR 1986-87

MATHEMATICS

PERCENT OF STUDENTS MASTERING EACH SKILL

GRADE		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	AVERAGE NUMBER SKILLS MASTERED	N
K	SCHOOL	98	96	93	93	91	96	91	91	93	96	86									10	57
	SYSTEM	96	95	94	94	94	95	94	93	92	96	87									10	5,905
	DIFF	0	1	-1	-1	-3	1	-3	-2	1	0	-1									0	
01	SCHOOL	100	100	100	100	100	100	98	100	98	100	98	100								12	47
	SYSTEM	98	98	96	93	92	91	87	88	88	90	90	91								11	6,772
	DIFF	2	2	4	7	8	9	11	12	10	10	8	9								1	
02	SCHOOL	92	92	92	92	92	92	92	92	92	92	92	92	92	91	91					14	66
	SYSTEM	97	96	93	93	91	92	93	95	92	96	95	95	93	92	90					14	5,655
	DIFF	-5	-4	-1	-1	1	0	-1	-3	0	-4	-3	-3	-1	-1	1					0	
03	SCHOOL	93	96	98	91	87	87	93	91	93	91	87	98	100	98	98	96	96			16	46
	SYSTEM	94	94	91	93	89	89	88	89	92	90	88	89	90	90	89	88	88			15	5,138
	DIFF	-1	2	7	-2	-2	-2	5	2	1	1	-1	9	10	8	9	8	8			1	
04	SCHOOL	92	81	100	90	83	81	85	94	85	90	83	88	94	75	88	83				14	48
	SYSTEM	94	92	95	93	91	90	92	93	91	92	89	91	92	91	90	88				15	4,860
	DIFF	-2	-11	5	-3	-8	-9	-7	1	-6	-2	-6	-3	2	-16	-2	-5				-1	
05	SCHOOL	90	95	92	85	100	82	95	82	87	95	82	92	97	97	97	100	92			16	39
	SYSTEM	94	94	93	92	93	92	92	90	91	93	89	91	91	89	90	87	87			15	4,383
	DIFF	-4	1	-1	-7	7	-10	3	-8	-4	2	-7	1	6	8	7	13	5			1	

7/08/87 LIN ELEMENTARY SCHOOL

1986-87 Progression Status Report

Grades K - 7

Grade		Promoted		Admin. Placed		Retained		Total
		N	Percent	N	Percent	N	Percent	N
K	School	50	87.7	1	1.8	6	10.5	57
	System	5,256	86.9	91	1.5	703	11.6	6,050
01	School	44	93.6	0	.0	3	6.4	47
	System	5,471	80.2	260	3.8	1,093	16.0	6,824
02	School	64	97.0	0	.0	2	3.0	66
	System	4,773	84.7	309	5.5	550	9.8	5,632
03	School	37	80.4	2	4.3	7	15.2	46
	System	4,239	80.9	268	5.1	734	14.0	5,241
04	School	45	84.9	0	.0	8	15.1	53
	System	4,379	89.0	277	5.6	263	5.3	4,919
05	School	42	97.7	0	.0	1	2.3	43
	System	4,136	92.2	220	4.9	129	2.9	4,485